

# How to achieve a good essay grade?

There are three topics available for the exam, one of which must be chosen. The choice of the topic is already decisive. Topics on which the student already has prior knowledge are often easier. Unfortunately, however, a large proportion of essays - no matter how well written they may be - are graded unsatisfactory because they miss the point and/or the assignment is not implemented correctly.

Doing your own work is a good way to improve your writing skills. The problem is that you don't always have enough free time to fully immerse yourself in essay writing. In such cases, it is better to use [pay-for-papers.com](https://pay-for-papers.com) service that will do the most difficult work quickly and very responsibly.

Thus, it is important to study the assignment carefully and take time to plan the essay before the actual writing begins. Even if this planning is not directly evaluated, it is a good sign for the exam expert and creates an impression. What is more crucial, however, is the fact that the essay is guaranteed to gain quality through the resulting structuring, rather than simply being written out in front of you. However, no more than 5 minutes should be taken for choosing and planning the topic itself. A simple mind map, cluster or short table is best suited for this.

The tasks themselves show different patterns that repeat from year to year. For example, the tense preterite or present tense is usually required. The perspective from which the text is to be written is the first-person or first-person perspective. More and more often, students are asked to write from the first-person perspective of a stranger or even of an object. This is extremely challenging and should be practiced! Many students are not aware that when they write from the "I" perspective, the reader (i.e. the examiner) has no idea who this "I" actually is. Students must learn to describe and vividly portray the characters in their stories, even if they are themselves.

It is also important to respond to clues (e.g., the essay must be possible in reality).

Although essays basically belong to the category "narrative", in recent years the assignment has become even more differentiated and thus massively more difficult. Thus, elements of a "report", i.e. to write factually and neutrally, as well as those of a "statement", i.e. to present pros and cons and one's own opinion, are included. Often the students do not recognize these "hidden" tasks and thus cannot fulfill the assignment or can only fulfill it poorly.

The assignment can also consist of continuing a passage in the text (i.e., at the beginning of the text) or incorporating it into the text (in the middle of the text). If a title is to be adopted, it is crucial to match the content to this theme. For example, in the 2017 Gymi exam, the assignment

was to write a story titled "The Old Hat," which many failed at because they didn't describe or barely mentioned the old hat, overestimating the importance of the title itself.

A very big problem is also the fact that many students do not know how to structure an essay. Often they write the whole text on one block. It is important that the content as well as the structure of the essay shows that it contains an introduction (approx. 1/5), a main part (approx. 2/5), a climax (approx. 1/5) and a conclusion (approx. 1/5). The total length should be between 1 - 1.5 pages (depending on the font size).

Although these structures can be designed individually, the strategy of proceeding according to a certain scheme has proven successful. The individual parts should answer the respective W-questions.

Let's take a moment. It's not the easiest task to complete the assignment with all the requirements in mind. That's why you need to consider additional help from a [reliable service](#). This will greatly improve the student's own grades.

In the introduction it would be the description of the circumstances (Who? Where? When?), in the main part the motives of the events (What? Why?), in the climax with as many adjectives and appropriate verbs as possible the climax or resolution of the events (How?) and finally the summary of all parts, which can also be done in a later context, for example "three months later" (What?). Here, however, care must be taken to ensure that the conclusion really is a conclusion and that no cliffhangers or clues to a sequel are provided in the process.

And now, probably the most important thing of all: the ending is not the end! Students must learn to take the last ten minutes for the revision phase. After all, if well practiced and well targeted, this can account for half a grade to a full grade.

**First**, the entire essay should be read through. After that, three so-called "rehearsals" are applied.

**The shifting rehearsal:** Can the sentences be shifted and thus the sentence beginnings and the sentence structure be made more exciting? For example, "I walked home whistling" can be changed to "I walked home whistling".

**The extension test:** Can text passages be described more concretely? Adjectives or verbs added, nouns made more concrete? "Cheerfully whistling I walked the way home".

The omission test: Can unnecessary trivialities or repetitions be deleted? "Cheerfully whistling I walked home" (--> the way)

Finally, we would like to share a tip for spelling correction. Since normal reading through focuses more on the content than on the spelling, a secret tip is to read through the essay word by word

backwards. In this way, you will discover many "obvious" careless mistakes, which we are happy to dispense with. And why? By reading backwards, one is no longer distracted from the content and can really only concentrate on the individual words. So you don't "read over" your mistakes.